

ENSURING THE QUALITY OF THE LESSON FROM MANAGERIAL PERSPECTIVE

Valeriu DUMITRU

University of Pitești

Faculty of Sciences of Education

padrefortete@yahoo.com

Abstract In the present study we reveal the most important aspects related to the management of lessons and to the ensuring of the quality of the teaching staff's activities carried on in the class, by applying an effective instructional management. The coordinates of the lesson aim at the general and specific objectives of the activity established, the teaching resources engaged in the activities at material level (space, teaching time, education means) and the action to design and implement the learning objectives by using the pedagogical creativity of the professor in order to achieve the lesson's quality. The purpose of our scientific approach is to highlight the satisfaction it gives to the students, the efficiency of a quality lesson. The ensuring of the lesson's quality includes the operational pedagogical actions carried on by the professor in an interaction with the students to fulfill the quality requirements and obtain the performance. The methods, techniques and research tools used were: the study of educational policy documents in the field of ensuring the quality in school, benchmarking (schools inspectorates), case studies, (schools) questionnaire. The quantitative and qualitative results obtained lead to the idea that the lesson – the basic form of teaching in order to be efficient and effective, must be managed qualitatively by the professor. In conclusion, the achieving of the activity project / lesson at the level of the school practices, that are more complex and diversified, engages the creativity capabilities and resources of the pedagogical staff that is in various managerial situations. The value of a lesson, as of any other activity, is assessed according to the performance. Any lesson should be a further step in the development of the student's personality. The innovative pedagogical involvement of the professor leads to a quality educational act.

Keywords: *learning institution, managerial actions, critical thinking, education quality.*

Introduction. Elements of management in performing the lesson

The pedagogical management is aiming to lead the activities carried out within the educational system and the instruction process, the activities regarded in all their manifestations as a whole (educational, didactical formative, extra didactic), targeted at institutional level. [1]

The lesson treating (as basic teaching activity) from a managerial perspective involves an approaching methodology of the teaching activity, based on three types of leadership:

- Globally – is aiming the optimal exploitation of all items (considered separately and by interaction) that interfere in the activity at the lesson: teacher-students; designing - implementation of the teaching project and its improvement; teaching - learning - assessment – reception; guidance – self guidance of instruction / learning;
- Optimally – is aiming the carry out of the activity in class at a pace, style, manner, shape

etc., suitable to the conditions (internal and external) and resources (human, didactic materials, time);

- strategically - envisages the innovation, continuous improvement of the educational activities in class, of the didactic communication relations teacher-student, of the didactical designing patterns.

The management of the lesson is based on the management actions well-grounded and finalized on information, communication and pedagogical evaluation.[2].

The managerial information: the professor collects, stores, processes, accesses meaningful data that can be used in making his pupils to perform the lessons, in best conditions. These data constitute a continuous information flow that need to be controlled throughout the lesson and after the lesson completion, in the perspective of improving the educational process.

The managerial assessment: The professor evaluates the class situation as a whole / of a group of students, of a student). The

assessment is the action that precedes the final decision taking operation which the professor has to make and is based on the controlling operations (but not as a purpose in itself), on measurements, weighing, qualitative assessment, or initial or partial decision.

The managerial communication: the professor intervenes throughout the lesson after some initial and partial decisions, but also at the end of the lesson, when he communicates the final decisions. The communication within the lesson is based on guidelines that aim to stimulate / motivate the students to work.

To assert efficiently the managerial competence in the professional activity, the professor will keep in mind the fact that the lesson's accomplishment from the managerial perspective is aiming to:

- the managerial organization of the lesson involves the capitalization by the professor of some structures that are proposed at official level or that can be built by him within the specific context of the pupils class (for instance by combining the organizing modes: frontal, by groups, individual, choosing of types, of the lesson variants, organizing the optimal time for the lessons, organizing the learning situations);
- the managerial planning of the lesson includes the observance of the *curricular* drafting requirements, based and constructed in the curricular meaning of the permanent interdependence between *teaching – learning – assessment*;;
- the managerial orientation of the lesson completes the functions for the organization and the lesson managerial planning.
- the purpose of this function is to give methodological guidance of the lesson as a basic training / learning unit. The instrument by which this function is achieved is the didactic scenario of the lesson.
- managerially constructed, the teaching scenario has an orientation, opened, improvable character, pending on the situations that may appear in the classroom throughout the course of the lesson;
- the managerial improvement of the lesson invites the professor to an activity for a pedagogical researching of his labor's result of
- the lesson drafted and constructed in a broader context, seen as a microsystem or training unit.

Content . The methodology for ensuring the

quality of the educational process in any school discipline

The quality of education is the set of characteristics of a studying program and its provider, whereby the beneficiaries' expectations are met, as well as the quality standards .[3].

The quality ensuring expresses the ability of a providing organization to provide educational programs in accordance with the stated standards.

Among the educational quality indicators, which we can relate to didactical basics activity – the lesson, we mention:

- Centering the education on the person of the educated / formed one, throughout a differentiated and individualized approach based on inter disciplines and by the training / promoting of divergent thinking;
- The ability to transmit values that contribute to the free and harmonious development of man and to the formation of a creative personality that can adapt to the changing conditions of life;
- Ensuring the access of all children to a basic quality education;
- Ensuring the teaching - materials and the didactical equipment of the educational institutions;
- Providing the educational institutions with qualified personnel.

The ensuring of a quality education is centered predominantly on the results that are expressed in the knowledge, skills, values, attitudes and skills.

Based on this teaching foundation (methodology for the ensuring of quality in education) that guides us, we propose a methodology for the quality assurance in the educational process for each studying subject (aiming the components: *areas - competence units - elements of competence - indicators* and takes into consideration the managerial perspective for accomplishing the lesson).

The learning centered on skills' forming requires from the professor, to know and exploit in the educational process the concept of the teaching unit.

The teaching unit has the following features:

- It is a unitary didactical structure from thematic point of view;
- Includes several topics;
- Covers a determined period of time;
- Is coherent related to specific competences;

- finalizes by a summative assessment;
- Operates by means of some learning-teaching models;
- Subordinates the lesson, as operational element.

In order to identify the learning units, the professor will take the following actions: he will determine the major themes of the curriculum, which can make the learning units, will associate to the specific skills the major themes identified, will determine the contents concerned for each learning unit, will establish the sequence for studying the learning units, will determine how relevant are the contents in terms of the competences concerned, will determine whether all *skills - content* allow an authentic assessment and, if necessary, will deny some content, so that later he will subsequently use them for other learning unit, will determine the number of hours assigned to each learning unit and for the appropriate contents, taking into consideration the respective component of the curriculum.

The number of lessons within a unit may vary (for example from 4 lessons to 12 lessons). The learning unit can be equivalent to the module / chapter in the curriculum / textbook or may not coincide exactly.

The determining of the learning units is a first step in the elaboration of the long-term didactic drafting on learning units, which is the key to a learning-centered on skills forming / development.

Development of critical thinking

Thinking is the superior faculty of the human brain, which reflects in a generalized manner the objective reality by concepts, judgments, theories. [4].

The logical thinking is a system of forms and reflecting laws considered fair, accurate. It is formed by understanding the implications, the relations expressed throughout concepts, judgments, reasoning. The formation of the logical thinking is done in three stages: spontaneous, conscious, controlled (self control and the control of others thought).

The creative thinking / creator is what is expressed in a tangible / visible result. Critical thinking and creative thinking are inseparable facets of an excellence in thinking.

Analytical thinking is the mental capacity to separate parts of a whole, responding to the question what is? how is it ? The analytical

thinking does not produce news, it only establishes differences.

The synthetic thinking answers the question what is actually happening? The synthetic thinking must rise and pass, by means of analogies, beyond the walls which always are built by the analytical thinking. The synthetic thinking builds connecting bridges, it is a novelty producer.

The vertical thinking requires sequential steps throughout which we move forward towards an outcome, analyzing the relevant information; each next step should find a justification in the previous step; it move on thought by thought, conclusion by conclusion.

The lateral thinking is a process specific to the creative thinking, having as purpose the obtaining of as many possible variants of the object or the phenomenon under investigation; It deals with breaking down of the old ideas' conceptual barriers; through intuition and creativity it leads to a change of optics, attitude and approach; if the thinking is creative it refers to the result, lateral thinking concerns the process. In lateral thinking we use the information not for its own sake, but for the effects it produces. In lateral thinking you may need a mistake in a certain stage, so that finally you arrive at the correct solution.

The critical thinking is the student's ability to process ideas (examining their implications, having them investigated in various aspects, comparing different points of view, developing systems of arguments to support them and give them consistency) to build a system of knowledge and values. "Critical thinking is a complex process for the creative integration of ideas and resources, for reconceptualization and refitting of the concepts and information." (Charles Temple) Critical thinking is reflected in the primordial skills of the student: to think logically, to analyze what he has read and to argue. In Bloom's taxonomy, the critical thinking operations are placed on higher stages: *analysis, synthesis, evaluation*. But it can not form and develop if not going through the previous steps: *understanding, translation, interpretation, application*. Critical thinking is the mental process for analyzing or assessing the information, especially the statements alleged by some people as true. It leads to a reflection process on the meaning of these allegations, examining the evidences and

reasoning offered by judging the facts.

The reflective thinking (metacognition) is the one, which once formed, allows the student to reflect on the development of the cognitive skills and to consciously practice them through learning activities. A reflective thinking means to have control over own mental operations, *to think about own thinking*.

Training and development of critical thinking in relation to the strategies for teaching-learning-assessment

Among the curriculum - key skills, the development of critical thinking refer more consistent, first of all, *to learning skills / learning to learn*, because the assimilation of the techniques for organizing own learning is one of the objectives of the LSDG strategy by Harvey Siegel (*Reading and Writing for Critical Thinking*). Referring to *the communication skills in the training language* and *the communication skills in a foreign language*, we notice that reading and writing are the basic competencies of linguistic didactic and we expressly mention *the reading, writing, discussions workshop*, extensively in use by the philologist - professors and recommended by the curricular documents. Neither are left aside *the strategic-acting competences*, nor *the self-discovery and self-accomplishing competences*, by applying techniques for the critical thinking development, the student knows himself and organizes his own learning - skills that, *mutatis mutandis*, will become part of his nature and based on them he integrates himself in society, is envisaging a future and building a career. Directed expressly towards forming *the interpersonal, civic, moral, cultural and intercultural skills*, the critical thinking is emphasizing on collaboration and cooperation, mutual training, tolerance education, of the sense of solidarity and sense of otherness (G Cristea, 2007)[1].

Developing the critical thinking of the students is a goal still introduced in the mentioned curricula, now reiterated as a competence inherent to an integer and complete personality development. To teach the student to think critically means to release him of his constraints and stereotypes, but mostly it means to prepare him for the life that will require constantly from him the ability to think on his own, to start a conversation, acknowledging from the very start that there is

only one answer and only one correct solution.

The techniques for the critical thinking developing is characterized by several strengths, which popularity gives, and on the first place is the argument that the student is throughout the lesson, in a learning situation, guided / directed and monitored, remaining the main actor and subject of the instruction. The professor becomes the strategist, the student is the one that lives at each lesson, a new learning experience, is organizing the intellectual activities, performs the self-assessment and the peers' reviewing, which will undoubtedly contribute to the formation of personal intellectual style.

The RWCT techniques derived from the strategy are flexible and easily adaptable to different working conditions;

They require no special equipment and can be carried out with the *blackboard, chalk, manual, note book*. They are universal in relation to the age of the children; in their majority are interchangeable, related to the framework stages; they can be applied when studying the subjects from various curriculum areas; they have a strong motivational impact on children; allow thorough assimilation of the subject by all students in a relatively short time.

Harvey Siegel's arguments for promoting the critical thinking are:

- a) practicing the critical thinking requires to respect the pupil's right to ask questions, to seek for reasons, explanations and justifications;
- b) the critical thinking develops the independence of thinking, necessary to the child at maturity;
- c) the critical thinking stimulates activation of orders, attitudes and skills;
- d) critical thinking is an essential prerequisite for living in a democratic society.

Conclusion

The efficient lesson is the one offering to the students the opportunity to formulate questions and problems; issue assumptions, to imagine solutions; to make associations of ideas, associations of own experiences and experiments conducted by researchers; to develop models, plans, sheets, summaries, abstracts; to enter into discussions to clarify certain concepts; to draw conclusions; to practice dialogue, work in the cabinet; to cultivate positive forms of conduct.

The assessment of the effectiveness of the lesson is currently performed by the professor and students by various criteria.

The criteria for assessment of the success of the lesson are varied, they can be addressed globally or in detailed, objectively or subjectively, applied to a lesson or more for comparison etc.

Important is for the professor to be aware of them, so as to apply them continually in training, during the training, in the final assessment of the lesson.

The efficiency of the lesson depends on professor's ability to anticipate, create and think in terms of his teaching strategies in different instructing situations.

The evaluation of the lesson's quality assumes to decide to what extent: the operational objectives are stated, to respect the objectives – content - methodology - assessment correspondence; it appropriates to the educational context; it is flexible enough; foresees the conditions for applying.

The efficiency of professor's professional behavior depends on his psychical pedagogical skills' development degree. To decide on the level of the professor's professional culture, one must analyze his activity relative to specific criteria.

The analysis of the didactical activity's and the teacher's professional conduct during the educational act performing, allows the

assessment of whether or not the teacher exercises his roles.

The success of the lesson should be judged not so much by reference to the prepared draft but on concretely, effectively way of solving the situations created which encouraged the quality learning.

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